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ABSTRACT

This study was designed to measure the academic success of students who transfer to and from the various institutions of higher education in North Carolina. The long range purpose of the study is to evaluate academic performance, attrition rates, and progress toward degree completion of the various transfer groups. These groups include students transferring to or from community colleges, junior colleges, and public and private 4-year institutions. Counselors would find such information useful as would admissions officers and counselors at institutions that regularly receive large numbers of transfer students. (Author)

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A PRELIMINARY REPORT
ON A STUDY OF THE
ACADEMIC PERFORMANCE OF TRANSFER STUDENTS
AT EAST CAROLINA UNIVERSITY

Prepared by

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EAST CAROLINA UNIVERSITY

Greenville, North Carolina

August 1972

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Introduction

Since June 1970, the Office of Institutional Research at East Carolina University has been working with and supplying data to the University of North Carolina Office of Research and Institutional Studies (formerly the research unit of the North Carolina Board of Higher Education) in connection with a study of the academic performance of transfer students. The study was designed to measure the academic success of students who transfer to and from the various institutions of higher education in North Carolina. The long-range purpose of the study is to evaluate academic performance, attrition rates, and progress toward degree completion of the various transfer groups, that is, students transferring to or from community colleges, junior colleges, and public and private four-year institutions.

A pilot study was initiated beginning with the 1970-71 academic year. It was decided that the initial survey would center on the public institutions enrolling over 100 new transfer students for the fall term of 1970. This included East Carolina University and six (6) other public institutions. However, due to a good deal of statewide interest, beginning Fall of 1971 all institutions in North Carolina were encouraged to participate in the study.

The data gathered was expected to furnish information concerning:

1. First year mean academic averages of all new transfer students entering the selected receiving institutions, Fall term 1970.
2. First term hours attempted and mean average in the selected areas of mathematics, chemistry/physics, and English course work.
3. An end of year academic status report indicating the number of students, by institution type, who were:
   a. In good standing
   b. On probation
   c. Suspended
   d. Withdrawn
   e. Graduated.

The same data were gathered for the 1971-72 transfer group. Grade point averages, however, were tabulated for different selected academic areas. These academic areas included (1) mathematics and natural sciences, (2) social sciences, and (3) English.

Presently, there are two groups of students under study. The first group is composed of all the students who transferred from an institution in North Carolina to East Carolina University during the first or second summer sessions of 1970 or Fall Quarter of the 1970-71 academic year. The second group is composed of all students who transferred from an in-state institution to East Carolina University during the first or second summer sessions of 1971 or Fall Quarter of the 1971-72 academic year.

The following is a brief summary report on the presently gathered data for the two aforementioned groups of transfer students.

I. Population:

A roster was obtained from the Office of Admissions containing the names of all transfer students who entered East Carolina University the first or second summer sessions of 1970 or Fall Quarter 1970, along with the school and school's location from which they transferred. From this roster, only the students who transferred from institutions within North Carolina were selected. Of these, 46 percent were from Junior Colleges, 27 percent from Community Colleges, 14 percent from Private Senior Colleges, and 13 percent were from Public Senior Colleges.

A similar procedure was followed for the Fall 1971 group. This group contains all transfer students who entered East Carolina University the first or second summer sessions of 1971 or Fall Quarter 1971. Of these, 32 percent were from Junior Colleges, 35 percent from Community Colleges, 15 percent from Private Senior Colleges, and 18 percent from Public Senior Colleges.

II. Procedure:

With the use of files from the Office of the Registrar, for each student in the Fall 1970 group the following was gathered and coded on a computer punch card:

1. Student's ID number;
2. Student's academic status at the end of the 1970-71 academic year;
3. Term and year student entered East Carolina;
4. Institution from which the student transferred;

5. Cumulative hours attempted and quality points earned for all course work during the 1970-71 academic year; and,
6. First term cumulative hours attempted and quality points earned for all course work in the areas of mathematics, chemistry/physics, and English.

At the end of the 1971-72 academic year, the Fall 1970 group was followed up by gathering the following for each student:

1. Student's academic status at the end of the 1971-72 academic year; and,
2. Cumulative hours attempted and quality points earned for all course work at the end of the 1971-72 year.

The same data was gathered for the Fall 1971 group except for the three selected academic areas. Instead of studying the areas of mathematics, chemistry/physics, and English, it was agreed upon to gather the first term cumulative hours attempted and quality points earned in the broader core areas of mathematics and natural sciences, social sciences, and English.

Within both the Fall 1970 group and the Fall 1971 group, the students were sorted in terms of the type of institution from which they transferred. The types are junior college, community college, private senior and public senior. For each transfer group the following computations were made in terms of these four types of institutions:

1. For the Fall 1970 group, the cumulative grade point average at the end of the 1970-71 academic year and the cumulative grade point average at the end of the 1971-72 academic year;

2. For the Fall 1970 group, the first term grade point averages in the areas of mathematics, chemistry/physics, and English;
3. For the Fall 1971 group, the cumulative grade point average at the end of the 1971-72 academic year; and,
4. For the Fall 1971 group, the first term grade point averages in the areas of mathematics and natural sciences, social sciences, and English.

A complete record of the results of this study of transfer student performance at East Carolina University by institution transferred from is on file in the Office of Institutional Research.

III. Findings:

(See Attached Tables)

IV. Comments:

1. Table I shows the cumulative grade point averages of both transfer groups in terms of the institutional type from which they transferred. As shown in Table I, there is little difference between the cumulative GPA of the Fall 1970 group and the Fall 1971 group at the end of their respective first year at East Carolina University. However, for each type of sending institution, the cumulative GPA for the Fall 1970 group at the end of their second year is slightly higher than at the end of their first year.
2. Since the selected areas are different between the two transfer groups, the only comparisons that can be made between Tables II and III is the first term English grade point averages. It is interesting to note that the first term English GPA for students who transferred from

junior and community colleges in the Fall 1970 group is higher than their counterparts in the Fall 1971 group. On the other hand, transfers from public senior institutions in the Fall 1971 group have a higher first term English GPA than th transfers from the public senior institutions in the Fall 1970 group.

3. As mentioned before, this report is a summary report on the transfer student study as of the end of the 1971-72 academic year. The academic performance of these two groups will be reviewed yearly in a follow up study. Similarly, the transfer students for each subsequent year will constitute new groups whose performance will be studied until they have respectively graduated or otherwise terminated their endeavors at East Carolina University.

Implications

It is likely that the most significant finding of this project is that a statewide system for pooling information on the academic performance of students transferring from one institution to another in the state is feasible. Reports on transfer student performance at the receiving institutions are available now to the respective sending institutions upon request. It is hoped that such information will be helpful to counselors in advising students who desire to transfer to other institutions, and it would seem too that admissions officers and counselors at institutions which regularly receive large numbers of transfer students would find this information system useful.

Further transfer performance studies related to but independent of the statewide effort are being planned by the Office of Institutional Research at East Carolina University.

TABLE I

CUMULATIVE GRADE POINT AVERAGES FOR

FALL 1970 AND FALL 1971 TRANSFER STUDENTS

Institution Type	Fall 1970 Transfers (N=320) End of First Year Cumulative GPA	Fall 1970 Transfers (N=320) End of Second Year Cumulative GPA	Fall 1971 Transfers (N=398) End of First Year Cumulative GPA
Junior College	2.22	2.36	2.12
Community College	2.25	2.50	2.22
Private Senior	2.31	2.41	2.46
Public Senior	2.53	2.67	2.69
TOTAL*	2.30	2.45	2.31

*Does not include students transferring from out-of-state institutions.

TABLE II

FIRST TERM GRADE POINT AVERAGES IN

SELECTED AREAS FOR FALL 1970 TRANSFERS

Institution Type	First Term Mathematics GPA	First Term Chemistry & Physics GPA	First Term English GPA
Junior College	1.29	2.25	2.12
Community College	2.00	2.00	2.52
Private Senior	1.69	2.19	2.14
Public Senior	1.95	2.76	2.00
TOTAL	1.63	2.29	2.21

TABLE III

FIRST TERM GRADE POINT AVERAGES IN

SELECTED AREAS FOR FALL 1971 TRANSFERS

Institution Type	First Term Mathematics & Natural Sciences GPA	First Term Social Sciences GPA	First Term English GPA
Junior College	1.54	1.92	1.55
Community College	1.83	1.96	2.08
Private Senior	2.28	2.16	2.13
Public Senior	2.30	2.40	2.73
TOTAL	1.94	2.05	2.09